



Map Literacy



THIS IS OUR ISLAND

Grades K-2

Skills and Objectives:

- Students will learn what a map is and how it applies to them.
- Students will be introduced to the concept of a map key.
- Students will understand that the census gathers information about population.

Getting Started:

Discuss with students the fact that they live on the island of Guam. Explain that there are different places on the island — some where few people, some where more people, and some where many people live. Ask students if they live in a small or large village. Do they live close to many other people, or only a few people?

Using the Activity Worksheet:

1. Photocopy and distribute Activity Worksheet 1A on page 4.
2. Explain that this is a map that shows students the island on which they live. Point out the approximate location of the school.

Chalkboard Definitions

map: a drawing of an area that shows its features.

map key: a place that tells what the symbols or colors on a map mean.

3. Draw attention to the map key. Have students color the map key and discuss each symbol.

4. Ask students to create a symbol for their homes in the map key, and help them choose a color for that symbol. Then help them place and color the symbol for their homes on their maps.

5. Direct students to color in the rest of the map and key, making sure the symbols on both map and key are colored in the same way.

Wrapping Up:

Explain to students that a census is a way to count how many people live in a place, and that Census 2000 will be counting all the people who live on our island.

MAPPING DISTRICTS

Grades 3-4

Skills and Objectives:

- Students will understand the use of a map key in reading a population map.
- Students will use place value and write numbers to hundred thousands.

Suggested Groupings:

Individuals, partners, small groups

Getting Started:

- Draw students' attention to the We Count! map. Demonstrate that the map gives the boundaries and names of each district and the population of each based on the 1990 census.
- Use the map key to explain how the colors make it easy to see how districts differ by population.

Using the Activity Worksheets:

1. Photocopy and distribute Activity Worksheet 1B on pages 5 and 6.
2. Help students color in the map key on the Activity Worksheet on page 5, using the colors shown on the We Count! map. Then, using the map key, guide them in coloring each district.

Chalkboard Definitions

population: the total number of people who live in a place.

place value: the value given to a digit based on its place within a number.

district: a geographic unit.

3. Help students match the shapes, colors, and population figures from page 5 with the correct district on the map, writing its name in the space provided.

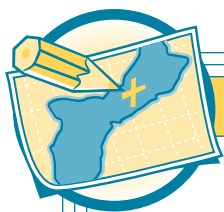
4. Discuss place value as you guide students through the questions on page 6.

Wrapping Up:

- Explain that a census is a way of finding out how many people live in a certain place. Discuss how the 1990 census gave mapmakers information needed for the We Count! map, and that Census 2000 will help in making a new map.

Answers:

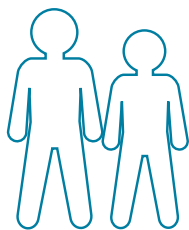
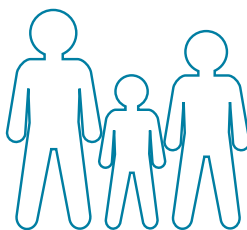
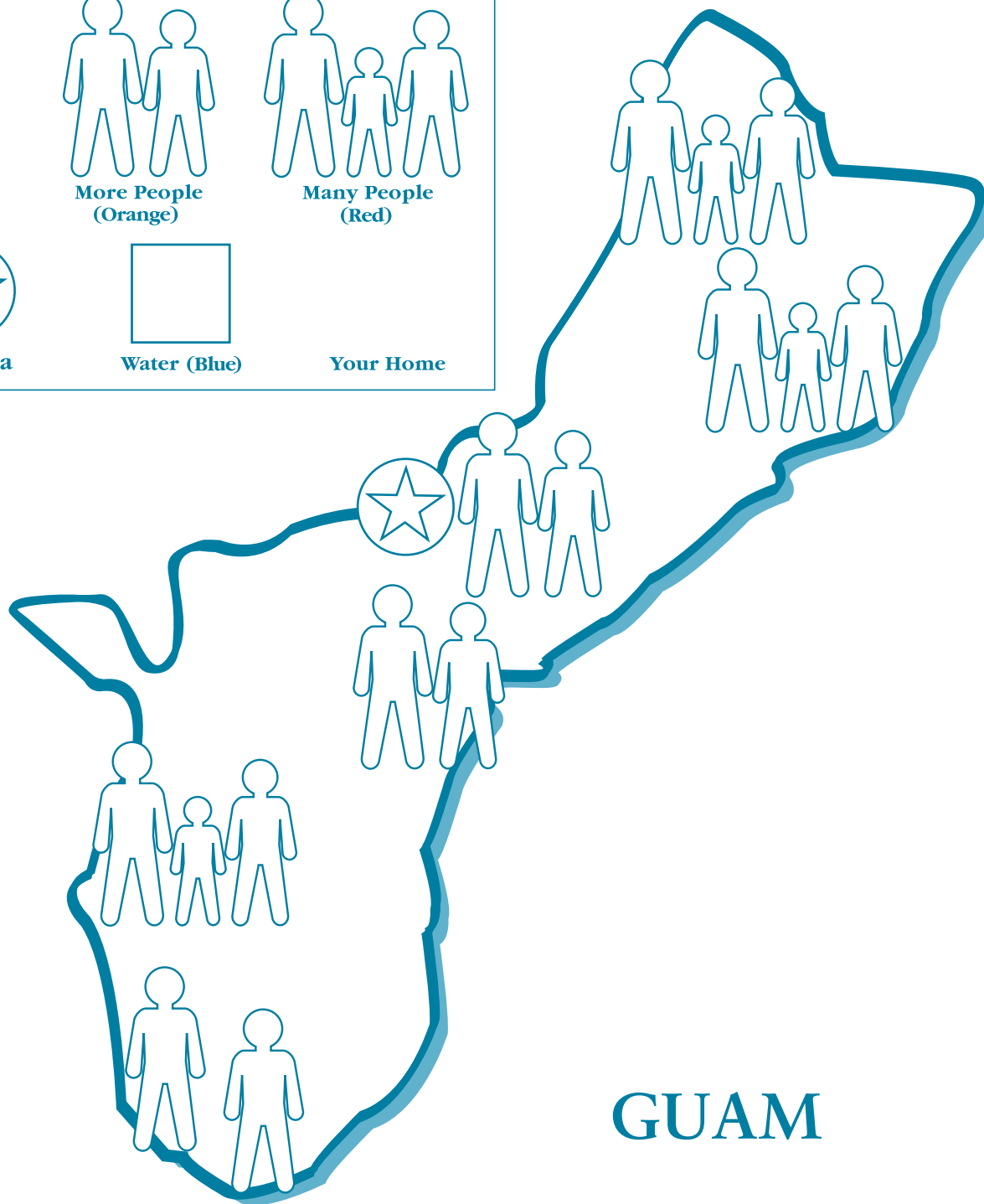
Page 5: 1. Dededo (red). 2. Yona (orange). 3. Umatac (yellow). 4. Chalan Pago-Ordot (gold). 5. Agana (yellow). Page 6: 1. Barrigada; 8,846. 2. Piti; 1,827. 3. Talofofo; 2,310. 4. Tamuning; 16,673. 5. Answers will vary.

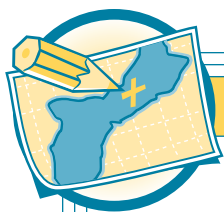


Name: _____

This Is Our **Island**

● Color in the map key. Then color in the map, making sure the symbols on the map look just like the ones in the map key.

MAP KEY**Few People**
(Yellow)**More People**
(Orange)**Many People**
(Red)**Hagåtña****Water (Blue)****Your Home****GUAM**



Name: _____

Mapping **Districts**

● Map keys help you read maps. Look at the We Count! map. What do the colors mean? The map key tells you.

● Look at the map key below. Read the color each box should be. Then color in the boxes.

DISTRICT POPULATION MAP KEY

RED**Over 10,000****GOLD****2,000–4,999****ORANGE****5,000–9,999****YELLOW****Less than 2,000**

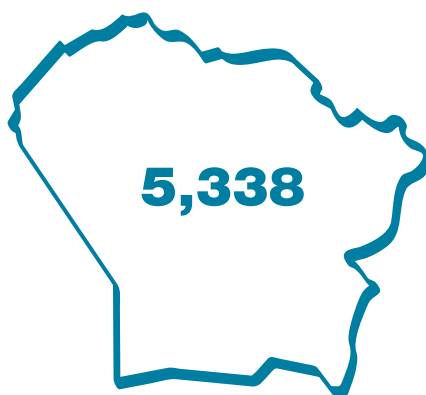
● Color each of the districts below to match the map key. Then you can look at the We Count! map to find the name of each district and write it on the line next to it.



3. _____



4. _____



2. _____



5. _____

1. _____





Name: _____

Mapping **Districts**

People, Places, and Numbers

Below are some populations from different districts. Write each number in standard form. (Hint: use what you know about place value.) Then use the We Count! map to find out which district has that same population. Circle the right one. We've done the first one for you!

1. Eight thousand, eight hundred forty-six 8,846

Mangilao

Barrigada

Mongmong-Toto-Maite

2. One thousand, eight hundred twenty-seven _____

Santa Rita

Piti

Hagåtña

3. Two thousand, three hundred ten _____

Umatac

Asan

Talofofo

4. Sixteen thousand, six hundred seventy-three _____

Yigo

Tamuning

Inarajan

5. In which district do you live? _____

How many people live in your district? _____

How many thousand people? _____

How many hundred people? _____